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ABSTRACT

The Task Force on Enhancing Access for African-American Males was charged with the task of finding programs that were successful in enhancing opportunities for African American men to enroll in higher education. Using data from a variety of sources, the subcommittee on Programs of Excellence identified seven programs in Georgia and eight national programs that might be replicated or duplicated by the University System of Georgia. Descriptions are provided of each of these programs, and contact information is included. The programs may be grouped into three categories: (1) pipeline initiatives; (2) preparation initiatives; and (3) retention and continuous education initiatives. These 15 programs may help the University System of Georgia find specific programs that could support access for African American males. (SLD)

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The University System of Georgia's
Task Force on Enhancing Access for African-American Males

REPORT

of the
Programs of Excellence Subcommittee

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Mr. Maxwell Allen, Chair
Dr. Harold Wade, Vice Chair
Dr. Derryl Bailey
Ms. Sue Hawks-Foster
Dr. Dorothy Lord
Dr. Gary MaGaha
Dr. Curtis Sartor

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THE UNIVERSITY SYSTEM OF GEORGIA'S AFRICAN AMERICAN MALE INITIATIVE

PROGRAMS OF EXCELLENCE SUBCOMMITTEE

Executive Summary

After much research and discussion, the Programs of Excellence subcommittee found many excellent programs already in place in several areas of the United States that are preparing youth for higher education opportunities. We narrowed our focus to successful programs in Georgia and across the nation which were specifically designed to enhance college access for African Americans. This allowed the subcommittee to examine carefully specific components in the programs such as recruitment, retention, funding, target audience, and adaptability.

Based on the information we received and reviewed, **the subcommittee found seven programs of excellence in Georgia and eight national programs of excellence for possible replication or duplication within the University System of Georgia**. Complete details on these programs are provided in this report. During the review of all programs we are recommending, we discovered that these programs were designed for certain targeted age groups. **The subcommittee recommends that these programs be clustered within three categories; Pipeline Initiatives, Preparation Initiatives, and Retention/Continuous Education Initiatives** to help the 34 universities and colleges of the University System of Georgia easily determine specific programs and areas which could support African-American male efforts on their campuses.

Background

The first meeting of the subcommittee began with a brainstorming session which allowed us to lay the groundwork for our future meetings. Good conversation helped us focus on the direction we needed to take with our research and deliberations. We discussed our charge as a subcommittee to identify successful programs both within the University System of Georgia and externally (statewide and nationally) that have documented success in recruiting and retaining African American males in higher education.

Each committee member was asked to identify at least two successful programs in Georgia and two outside of Georgia that would support our efforts. At this early stage we did not want to limit ourselves by searching for programs only designed for African-American males, because we felt we might not find very many. What we initially discovered were a litany of various programs which targeted African Americans in general as well as other minorities. This allowed us to examine many programs and choose from several outstanding programs that could be replicated or modified to target African-American males.

We met several times and utilized distance learning technology (GSAMS) for two subcommittee members residing in South Georgia. Email was often utilized as a great mechanism for sharing information and ideas. When needed, phone calls were made to clarify particular concerns.

Georgia Programs of Excellence

Seven outstanding programs in Georgia have been identified by the subcommittee for this report. All are very active and deserve to be considered for possible replication.

1. **Coastal Georgia Community College's Minority Outreach Program.**

This is a five-week summer program of intensive work for 70-80 rising seventh grade African-American males in three southeast Georgia counties. This program has demonstrated twelve years of excellent success. The students, many from single-parent homes without a black male role model in their household, are selected by their middle school guidance counselors and principals. This program provides intensive instruction in math and language arts. The students are followed for five years until they graduate from high school. Coastal Georgia Community College provides tutorial assistance, counseling, and career experience activities for these youth through a Saturday Academy program on each fourth Saturday of the month. Private funds are raised to support the program.

Effectiveness of the program is assessed by comparing pre-test to post-test results in math and language arts, and documents show clearly the improvement which occurs. Over 85% of these students have completed high school and attended at least two years of college. This effort by Coastal Georgia Community College has changed the perception of the college within the African American community and has demonstrated what African-American males can achieve with the help of proper mentoring and intensive academic instruction.

Contact information about this program:

Dr. Dorothy Lord
Coastal Georgia Community College
(912) 264-7201
dllord@cgcc.edu

2. Gentlemen on the Move at the University of Georgia.

First developed in North Carolina by Dr. Deryl Bailey, education professor at UGA, this program targets selected African-American male high school students in weekly intensive sessions of academic work and social skills. The program focuses on providing

developmental and comprehensive support for the students along with individual and group counseling. In addition to the weekly sessions, a weekend long student "lock in" before final exams occurs twice a year. Additional components of the program include a Summer Academy, a Saturday Academy, Community Service, After School Tutorial, Parent Support Network, and Counseling Services.

The Summer Academy is a one-week session on the University of Georgia's campus and concludes with a three-day camping trip. Activities include academics, field trips, tutoring, team building exercises, problem solving and communications skill enhancement. Certified teachers maintain a 14:1 student-teacher ratio, with college students serving as tutors.

This program strongly believes that success of any youth initiative hinges on the support of parents. Parents are required to participate in the monthly Parent Support Network meetings/workshops. The parents get involved in the decision-making process, establish policies for GOTM and are encouraged to support each other. They are also required to support all activities and are required to schedule regular parent-teacher conferences as a way to monitor their sons' performance.

This program's success is measured by comparing grades, attendance, discipline records, and pre/post test scores. The most recent evaluation was conducted last December after a fall exam lock-in. Participants' semester test averages prior to the exam lock-in were compared to their exam scores. The findings suggest that members participating in the intensive exam preparation earned higher exam scores than their semester test averages, and scored higher on their exams than did other students in the class with a similar semester average. Also, active GOTM participants enrolled in more advanced college prep courses than African-American males who were referred but opted out of the program. Very little budget is provided for this program. Public and private funding is needed to sustain and expand its operation.

Contact information about this program:

Dr. Deryl Bailey
University of Georgia
(706) 372-6974
dbailey@coe.uga.edu

3. Focus Program at Georgia Tech

More than 300 African-American undergraduate students from across the country travel to Georgia Tech annually to visit, receive an overview of the graduate degree programs, and participate in Tech's FOCUS program. The FOCUS program is held annually over three days during the Dr. Martin Luther King, Jr. holiday. It is designed to encourage African-American students to pursue advanced degrees at Georgia Tech.

In addition to learning about Tech, the students participate in panel discussions with academic and professional leaders, attend seminars on financial assistance and the admissions process, and tour the King Center. This is one component of Georgia Tech's national initiative to encourage African American undergraduates to pursue master's and doctoral degrees in science, engineering and mathematics (SEM).

Since this program began ten years ago, Georgia Tech has been nationally recognized for its efforts and leads the nation in graduating more African American engineers than any other college or university. African-American engineering professionals consistently name Georgia Tech as their top choice for graduate school.

Georgia Tech has had success with other programs aimed at attracting and supporting African American students. They are:

- SURE (The Summer Undergraduate Research in Engineering/Science Program) - a ten-week summer research program designed to attract qualified minority students into graduate school.

- FACES (Facilitating Academic Careers in Engineering and Sciences) - a collaborative effort to Tech's Colleges of Engineering and Sciences and Morehouse College to increase the number of African-Americans receiving doctoral degrees and encourage them to become faculty members.

Contact information about this program:

Mr. Robert Haley
Georgia Institute of Technology
(404) 894-2854
robert.haley@coe.gatech.edu

4. The University System of Georgia's PREP program at Atlanta Metropolitan College

This particular PREP program is a collaborative effort between predominately African-American middle schools and Atlanta Metropolitan, Georgia Tech, Georgia Perimeter, and Georgia State which focuses on math, science, and the languages. Participating students must have mandatory parental support.

This began as a piloted program for 7th and 8th grade students aimed at retaining them in the program through high school graduation. The activities of PREP in this region for middle school students are carried out through a Saturday Academy, in-school programs, after-school programs, and tutorials based at selected middle schools. The four University System institutions combined their efforts to address needs of high school PREP students by establishing an Advanced PREP Academy, which is housed at Atlanta Metropolitan College. The program meets twice a month, all day, on Saturdays from 9:00am-3:30pm.

Academic instruction is carried out through certified college and high school teachers. College students from Atlanta Metro, Georgia Tech, Georgia Perimeter and Georgia State serve as teaching assistants who also work with the high-school students. Instructions are provided in math, sciences, language arts, and SAT preparation. A cultural enrichment activity is also provided each Saturday the Academy meets.

This collaborative effort has been very successful through its collective activities in preparing students for post-secondary institutions. Each year PREP students pass the Georgia Graduation Exam during their junior year in high school. The majority of the students who remained in PREP through their high-school graduation are attending college. Some students have graduated. This program was recognized as a national model by the White House and the federal government as they launched their national Gear-Up program.

Contact information about this program:

Dr. Harold Wade
Atlanta Metropolitan College
(404) 756-4440
hwade@amcmail.atlm.peachnet.edu

5. The architectural program at Southern Polytechnic State University

Southern Polytechnic State University is the only public university in Georgia offering the Bachelor of Arts or Science in Architecture Degree. During this academic year, 253 students were admitted to their architectural studios. Forty two of these students were African Americans or about 16%. This percentage is expected to increase to 20% by 2004. In 2000, the national average for African Americans enrolled in the 123 accredited architectural programs was 9%. Southern Polytechnic's architectural program has steadily increased the number of African Americans being admitted to the program since 1990, when the architectural program was first accredited. At that time the African American population in the architectural program was less than 10%.

The subcommittee saw many adaptable concepts being used with this program to prepare, recruit and retain African-American males in college which could be utilized in any major area of study. The program's success at attracting African Americans to architecture has a number of specific strategies and sociologically favorable factors. The subcommittee discovered a strong and extremely active minority student support group, the location of the university relative to downtown Atlanta is a plus, and the aggressive use of role models with the presence of a large number of African-American owned architectural and construction firms in Atlanta all make this program a success. The visible leadership of the architectural program by an African-American male is a fact that cannot be overlooked. This alone has attracted African-American males to a discipline with low minority representation throughout the country. Also, supporters of this

program have improved recruitment efforts within the inner city exposing a large segment of African-American males to Southern Polytechnic and to the field of architecture.

Southern Polytechnic has graduated 150 African-American students out of 1,800 students from the architectural program since it was accredited in 1990.

Contact information about this program:

Dr. Curtis Sartor
Southern Polytechnic State University
(770) 528-7255
csartor@spsu.edu

6. Pre-Freshman Summer Program at Morehouse College

This is one of the few programs in the country that targets African-American males specifically as they enter college. Enrichment courses in English, mathematics, and reading are offered to students during the summer before their freshman year. In addition to the subject-matter content, students are provided orientation sessions on topics such as making the transition from high school to college, coping with stress, time management, academic planning etc. Topics of particular interest to African-American males are highlighted, e.g., discussions on the dwindling presence of African-American male students on college campuses, the significant percentage of African American males in prisons, and the low self esteem which impacts the lives of many African American males.

This program's success is measured by retention of these students from their freshman to sophomore year and their graduation rates. The Fall 2001-Fall 2002 retention rate from freshman to sophomore was 88%. 75% of the program's participants graduate within five years.

Although the subcommittee was unable to get a wealth of information on this program, the fact that it is in place on a predominately African-American male campus is significant.

Contact information about this program:

Dr. Anne W. Watts
Morehouse College
(404) 681-2800 ext. 3512
awatts@morehouse.edu

7. TRIO Federal programs (Educational Talent Search, Upward Bound, and the Ronald E. McNair Post Baccalaureate Achievement Program)

Three TRIO federal programs have been responsible for placing more than 90% of their graduates in post-secondary education programs. More than 40% of the former participants have graduated from college and more than 42% are currently enrolled in a post secondary education program. There are a number of these programs at several colleges across the country. This report primarily focuses on the program at Georgia Southern University.

Georgia Southern University's Educational Talent Search program provides 825 middle-school, high-school, and out-of-school youth with the support and assistance needed to complete high school and enter a program of post secondary education. Of these participants, 44% are African-American males.

Georgia Southern University's Upward Bound program provides 85 high-school students with the motivation and assistance needed to successfully enroll in and complete higher education programs. Eligible participants must be enrolled in the 10th or 11th grade and possess the academic potential necessary for higher education. Fully 36 % of program participants are African-American males.

The Ronald E. McNair Achievement Program provides 20 talented University juniors and seniors with the support necessary to increase their chances for success in graduate programs leading to doctoral education. McNair Scholars are exposed to summer research opportunities, internships, faculty mentors, assistance with graduate school admission, fellowships, and academic assistance seminars.

All three Georgia Southern Trio programs are sponsored by grants provided by the U. S. Department of Education.

Contact information:

Sue Hawks-Foster
Georgia Southern University
(912) 681-5458
sfoster@gsaix2.cc.gasou.edu

National Programs of Excellence

1. Early Identification Program at George Mason University

George Mason University and the Fairfax County Public Schools developed the Early Identification Program (EIP) in 1987 to increase the number of minority students who enter college. Since then, partnerships have been formed with Arlington County Public Schools and Prince William County Public Schools. Corporate sponsorships help support the program.

Minority students demonstrating academic progress prior to ninth grade are selected to participate in year- round tutoring and other support throughout high school. EIP features a mandatory Summer Academic Academy prior to ninth grad, which is taught on the George Mason campus by a staff of 14 local teachers, university professors, and local business men and women. Special projects in math, English, science and computer science encourage active class participation and critical thinking, develop confidence and motivation, and serve as a preview of upcoming fall courses. During the school year, George Mason University students hold tutorial sessions after school at local high schools and at the campus. Students also attend Saturday Workshops every eight weeks on the campus, which provide academic and cultural enrichment. Detailed student information is maintained on courses, grades, SAT scores, attendance, and college-application status.

Parents and students sign a contract specifying parental and student responsibilities regarding attendance, academic effort and parent participation over the next four years. Parental contact is maintained through regular correspondence, workshops, and an active Parent Council. Parents are required to participate in two half-hour hour strengthening-the- family workshops over the course of four weeks.

This program's success has been measured with the graduation of 10 classes from high school with a 71% retention rate in the program. Of those who completed four years in EIP, 95% attended college. About 50% of the students who begin higher education after completing the Early Identification Program graduate from college.

Contact information about this program:

Hortensia Cadenas
George Mason University
(703) 993-3120
hcadenas@gmu.edu

2. INROADS (Milwaukee, WI)

This program works closely with the University of Wisconsin-Milwaukee and concentrates on preparing students for college admission and for the INROADS College Internship Component. Applicants to the program are 9-11th graders and are African American, Hispanic, American Indian, or Southeast Asian students with a 2.7 GPA or

better. The students must be interested in careers in business, engineering, computer science, nursing management, or pharmacy. INROADS trains participants in seven areas of competence: communication, self-management, business skills, sophistication, management skills, valuing diversity, academic/technical abilities, and community involvement/leadership. Pre-college students go through four weeks of advanced academic preparation and professional development, under the direction of Milwaukee partner public school teachers, community and corporate volunteers, and INROADS alumni. Among the activities provided are classroom instruction, advising, tutoring, career exploration, college preparation, visits to pre-college fairs, and a shadowing component in which students meet with professionals in their individual fields of interest.

The students are paid a salary and INROADS is paid by the employer for placing the student in their business. Approximately 75 % of the graduates who have served in INROADS internships continue to be employed by the company where they interned. About 95% of the students who completed the pre-college program and the internship program graduate from college with a bachelor's degree.

Contact information:

Kimberly Tuck
INROADS, Milwaukee
(414) 272-1680
ktuck@inroads.org

3. Brother to Brother at St. Petersburg College, Florida

This program focuses specifically on African-American males in the student body population at St. Petersburg College. The program started in 1998. The focus is on assisting African-American males in identifying and overcoming common and significant stumbling blocks in their pathway leading toward college entrance and academic success. Brother to Brother supports and encourages academic success through high levels of involvement in college life and through positive interactions with college faculty and staff. Brother to Brother provides African American males with opportunities to develop a rich and complete understanding and appreciation of themselves and promotes their active involvement in their development as responsible citizens.

Students are provided opportunities to experience concerts, films, and other cultural activities which reflect, celebrate, and motivate African-American males. In addition, the program provides career planning and community-service activities, and strict monitoring of academic progress. Monthly social/business gatherings are held as luncheon seminars, centering on a topic related directly to African-American males. The college becomes much more adept in attracting, accepting, and retaining under-represented African American males when college officials launch programs tailored to create positive opportunities and experiences for these youth.

In fall 2001-2002 academic year , of the 61 students enrolled in the program, 22 students (36%) graduated from the program. An additional 15% transferred to other four-year colleges. In the current spring semester 2003, 84 students are enrolled and 62 of them are degree seeking. The year-to-year retention rate is 72%, and the fall-to-spring retention rate is 88%.

Contact information:

Davie Gill
St. Petersburg College, Florida
(727) 341-3529
gilld@spjc.edu

4. Project Grad, Houston, Texas

Project Grad (Graduation Really Achieves Dreams) is a school-community collaboration established in 1993-94 to improve the instructional quality and school environment for at-risk children in Houston's inner city schools. This effort is bold, research-based curricular reform to promote high standards in math, reading, and language arts. The reform is accompanied by comprehensive tutoring, mentoring and counseling, all of which focus on the whole child from K-12. Project GRAD promises all 9th grade students a $1,000 per year college scholarship if they meet basic academic criteria.

The project works with whole networks of schools or "feeder systems" which include elementary through high schools, to help develop a consistent emphasis on high standards for all students throughout the school system. Recent data indicates 24 schools in Houston and over 17,000 African-American and Hispanic students are involved with this program. Ninety percent of the funds for this project come from the private sector.

In the past four years, the rates of high-school graduation and college enrollment have quadrupled in these Houston schools, student test scores have improved dramatically, discipline problems have virtually disappeared, and the teen pregnancy rate has dropped by 50 percent. This project has gained recognition as one of the largest and most successful efforts of its kind, and is being used as a model for reform efforts in cities across the country.

Contact information:

Dr. Laurie Ballering
Project Grad
(713) 986-0481
lballering@projectgrad.org

5. Early Scholars Outreach Program, University of Washington

Established in 1987, this partnership between the University of Washington and nine Washington State middle schools with large enrollments of minority students began with a goal to increase the number of minority students who are enrolled and participating competitively in a college preparatory curriculum by the time they reach the 9th grade. During the school year, high achieving University of Washington students from similar backgrounds serve as role models and provide tutoring and mentoring. The Early Scholars Outreach Program (ESOP) provides these 6th, 7th, and 8th graders with visits and overnight stays on the University campus, where they visit academic departments, hear presentations from faculty, participate in study skills workshops, and interact with UW students in a variety of settings. A series of workshops are held for parents to help families establish home environments that promote academic achievement.

As a bridge to high school, incoming 9th grade participants take part in a six week summer enrichment program that provides training in reading, writing, language arts, math, computer applications, and study skills.

Since this program has started, over 3,000 students have participated in ESOP. A UW study indicates that between 1992-1995, the grade point average of participating vs. non-participating ESOP students was 2.90 and 2.26 on a 4.0 scale respectively. Ninety-seven percent of ESOP students graduate from high school, and 77% of those tracked report attending a 2-year or 4-year college.

Contact information:

Dr. Nancy Barcelo
University of Washington
(206) 543-2441
nvb@u.washington.edu

6. I Have a Dream Foundation, New York

This initiative began in 1981 when Eugene Lang promised to give each sixth grade student in a school in East Harlem a scholarship for college after they graduated high school. Lang organized a program of support services to keep them in school and eventually enable them to use his scholarship. This originated the "I Have a Dream" Foundation (IHAD) and led to the establishment of 175 IHAD projects in 68 cities with over 15,000 children called "Dreamers."

IHAD serves its Dreamers with services that include counseling, mentoring, tutoring, cultural, and recreational activities, involving many sponsors and volunteers with enriching inputs from businesses, community groups and over 200 colleges and universities. One creative example of a university's involvement saw MBA students at Stanford University work with Dreamers in an entrepreneurial venture called Kidz in

Biz–a greeting card business where the Dreamers created the logo, designed the cards, and planned and carried out production and successful marketing strategies.

The success of IHAD is life changing. Results of a national survey conducted in 1999 of Dreamers found that 70% received high-school diplomas, 17% received their GED, and 62% entered college. In Chicago, 75% of Dreamers graduated from high school, compared with only 37% of the control group of students.

An unusual offshoot of IHAD is the Greensboro Dreamers, a group of 2nd graders, which has been started in Greensboro, Ga. with the help of Mr. Tom Kelly, a retired executive living in Reynolds Plantation. Mr. Kelly is helping the young students prepare for their future with the promise of college tuition help in 2012. He relies heavily on volunteers and some limited paid staff and recently started involving students and faculty from the University of Georgia and Georgia College & State University to help with this initiative.

Contact information:

National Contact
Marina Winton
I Have A Dream Foundation
(212) 293-5480
mwinton@ihad.org

Greensboro Contact
Tom Kelly
Greensboro Dreamers
(706) 453-2214
gbdreamers@yahoo.com

7. The Young Leaders Academy Baton Rouge, La.

Since 1993, the Young Leaders' Academy of Baton Rouge, Inc. has been helping turn at-risk African-American boys, after they are chosen by their elementary school principal, into achieving leaders. The program taps youngsters as early as the third grade. These kids receive extensive academic work in Saturday math classes, English and public speaking skills. Field trips are provided to cities like Chicago, New York, and Washington, D.C. The last four years of the ten year program are spent in the senior academy, where the boys focus on college and life skills preparation and participation in a corporate internship. Initially funded by the Baton Rouge Area Foundation, this academy has been featured on the Oprah Winfrey Show and Essence magazine. They also have been a recipient of Oprah's Angel Network $50,000 making-a-difference award. No statistics were available to assess the success of the program, but the subcommittee was impressed with the 10-year status and national-level recognition and support of the program.
Contact information about this program:

Kirt Bennett
Young Leader's Academy
(225)346-1583
mail@youngleaders.org

8. Math & Science Club of Shaker Heights Ohio

The Math & Science Club of Shaker Heights is a program created for the sole purpose of encouraging African-American males to take more advanced math and science courses while in high school. A 1998 survey reported that the number of Advanced Placement test takers soared with an 84 percent pass rate reported. Other data to support the success of this program was not available, but the subcommittee determined that this program's goals are significant, and it deserves further research and study.

Contact information about this program:

Eileen Blattner
Shaker Heights Schools
(216) 295-4213
blattner e@shaker-heights.k12.oh.us

Recommendations

The subcommittee's selection of seven programs of excellence in Georgia and eight national programs of excellence should be clustered in three categories for implementation within the University System of Georgia. This decision became very clear to the subcommittee members after examining carefully the various components of each program outlined in this report.

The three recommended clustered categories for potential programs are:

Pipeline (K-8th grade) initiatives

Minority Outreach Program at Coastal Georgia Community College
PREP Program at Atlanta Metropolitan College
Early Scholars Outreach
I Have a Dream Foundation
Young Leaders Academy

Preparation Initiatives: (9th-12th grade/pre-freshman year)

Gentlemen on the Move
Pre-Freshman Program at Morehouse
Early Identification Program
INROADS
Project Grad
Math & Science Club of Shaker Heights

Educational Talent Search
Upward Bound

Retention/Continuous Education (college and beyond)

The Ronald E. McNair Achievement Program
The Architectural Program at Southern Polytechnic State University
Focus Program at Georgia Tech
Brother to Brother Program at St. Petersburg College

Closing

The members of the subcommittee are grateful for the opportunity to be a part of this important task force. Please know that you may call on us if you need additional help with this work.

Chair: Mr. Max Allen,
Executive Assistant to the President
Georgia College & State University

Vice Chair: Dr. Harold Wade
President, Atlanta Metropolitan College

Dr. Dorothy Lord
President, Coastal Georgia Community College

Dr. Deryl Bailey
Assistant Professor of Counseling
University of Georgia

Dr. Gary MaGaha
Dean of Academic Services
Georgia Perimeter College, Dunwoody Campus

Dr. Curtis Sartor
Director, Architecture Program
Southern Polytechnic State University

Ms. Sue Hawks-Foster
Director, Educational Opportunity Programs
Georgia Southern University

I want to thank you for allowing me to serve as your chair of this subcommittee. It was a rewarding and enlightening experience for me. Best wishes as you incorporate the work of all subcommittees into your final report.

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